



Accessibility Policy and Plan

2026 to 2029

Removing barriers so every pupil can participate, belong and achieve.

Policy owner	Headteacher and SENCO
Approval body	Local Governing Body
Approved	September 2026
Policy review	Annually
Accessibility Plan period	1 September 2026 to 31 August 2029
Next full plan renewal	By September 2029

Approval

Headteacher signature	Date
Chair of Local Governing Body signature	Date

Policy statement

Hadleigh Junior School is committed to anticipating and removing barriers that may place disabled pupils at a substantial disadvantage. We work with pupils, parents and carers, the South East Essex Academy Trust and relevant professionals so that disabled pupils can access the curriculum, the physical environment and information as fully as possible.

This policy applies to pupils, prospective pupils, staff, governors, parents, carers, volunteers, contractors and visitors. It should be read alongside the school's SEND, equality, admissions, behaviour, medical needs, anti-bullying, health and safety, curriculum and educational visits arrangements.

Period covered by this plan

The Accessibility Plan in Appendix 1 is a statutory three-year plan covering 1 September 2026 to 31 August 2029. Progress will be checked termly by leaders and reported to governors at least annually. The policy will be reviewed at least annually, but the plan will be replaced no later than September 2029. Either may be updated sooner following a significant change in pupil need, the site, legislation, statutory guidance or the effectiveness of an action.

Our accessibility aims

- Increase the extent to which disabled pupils can participate in the curriculum, enrichment and wider school life.
- Improve the physical environment so disabled pupils can benefit from the education, facilities and services offered.
- Improve the availability and accessibility of information provided to disabled pupils and their families.
- Embed reasonable adjustments in everyday planning, not only after a difficulty occurs.
- Listen to pupils and families and use their experience to evaluate impact.

1 Legal and statutory framework

This policy has due regard to the Equality Act 2010, including the reasonable adjustment duty, the Public Sector Equality Duty and Schedule 10 requirements for school accessibility plans. It also takes account of the Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice 0 to 25 years, the Human Rights Act 1998 and relevant Department for Education and Equality and Human Rights Commission guidance.

Under Schedule 10 of the Equality Act 2010, the responsible body must prepare, implement, resource and keep under review a written accessibility plan. The plan must address curriculum participation, the physical environment and accessible information.

2 Meaning of disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. “Substantial” means more than minor or trivial, and “long-term” generally means that the effect has lasted, or is likely to last, at least 12 months. The definition can include progressive conditions and hidden or fluctuating impairments.

Not every disabled pupil has special educational needs, and not every pupil with special educational needs is disabled. The school will consider duties under both the Equality Act and SEND framework where relevant.

3 Core principles

- No pupil will be treated less favourably because of disability.
- The school will take reasonable steps to avoid substantial disadvantage, including providing auxiliary aids and services where reasonable.
- Adjustments will be individual, anticipatory and informed by evidence, professional advice and the pupil’s voice.
- Health and safety will be considered proportionately and will not be used to exclude a pupil automatically.
- Information about disability will be handled sensitively and shared only where there is a lawful and practical need.

4 Roles and responsibilities

Role	Key responsibilities
Local Governing Body	Approve the plan or delegated approval route; provide strategic challenge; monitor progress, impact and resourcing; ensure publication.
Headteacher	Provide leadership and accountability; ensure duties are understood; allocate resources; escalate site or trust-level barriers.
SENCO	Coordinate accessibility planning for pupils; advise on reasonable adjustments; consult pupils, families and professionals; monitor impact.

Role	Key responsibilities
School Business Manager and Site Manager	Maintain the access audit; plan safe and accessible premises improvements; ensure procurement and emergency arrangements consider accessibility.
Subject and phase leaders	Ensure curriculum design, resources, assessment and enrichment are accessible and inclusive.
Teachers and support staff	Know pupils' needs; plan and implement adjustments; record and review impact; raise emerging barriers promptly.
All staff and volunteers	Act without discrimination, follow agreed plans, protect dignity and seek advice when unsure.
Pupils and families	Share relevant information and lived experience; contribute to planning and reviews; report barriers or changing needs.

5 Identifying needs and planning adjustments

Accessibility is considered at admission, transition, return from absence, annual review, pupil progress meetings, medical planning and whenever needs change. The school will not wait for a formal diagnosis where there is clear evidence that an adjustment may be reasonable and effective.

- Consult the pupil and parent or carer about barriers, strengths and preferred support.
- Gather relevant professional advice and transfer information with consent and in line with data-protection requirements.
- Agree adjustments, responsible staff, review dates and how success will be judged.
- Record essential information so relevant staff can implement it consistently.
- Review impact and amend support where an adjustment is ineffective or circumstances change.

6 Access to the curriculum and wider school life

The school will plan teaching through high-quality inclusive practice and provide reasonable adjustments where needed. This includes lessons, assessment, PE, assemblies, clubs, performances, trips, residential visits, breaktimes, lunchtimes and transition activities.

- Adapt teaching approaches, task design, pace, recording methods, groupings and resources without reducing ambition.
- Provide appropriate assistive technology, specialist equipment, seating, sensory or movement support and accessible assessment arrangements.
- Ensure curriculum materials reflect disability positively and avoid stereotypes.
- Carry out individual risk assessment where necessary and seek an enabling solution.
- Plan educational visits early with families and providers so participation is maximised.

7 Physical environment and emergency access

The school will use an annual access audit and information about current and prospective users to identify physical barriers. Priorities will be risk-based and incorporated into premises, maintenance and capital planning. Where a structural change cannot be delivered immediately, the school will consider effective interim arrangements and document the reasons, timescale and responsible decision-maker.

- Routes, entrances, doors, toilets, furniture, lighting, acoustics, signage and outdoor spaces will be considered.
- Personal Emergency Evacuation Plans will be prepared where required, practised appropriately and reviewed when circumstances change.
- Evacuation, lockdown and continuity arrangements will take account of mobility, sensory, communication and medical needs.
- New works, refurbishment and procurement will consider inclusive design from the outset.

8 Accessible information and communication

The school will provide information in an accessible form within a reasonable time when this is needed to avoid disadvantage. Families and pupils will be asked about preferred communication methods rather than assumptions being made.

- Use clear structure, plain language and accessible digital documents as standard.
- Provide large print, simplified or symbol-supported text, audio, alternative colours or other formats where required.
- Arrange interpretation, translation or communication support when reasonably needed.
- Ensure staff face the person, reduce background noise and use agreed communication approaches for hearing or communication needs.
- Review the accessibility of the website, forms, letters and key policy information.

9 Admissions and transitions

Admission decisions will follow the school's published admissions arrangements and the Equality Act 2010. A pupil will not be refused admission because of disability where this would be unlawful. The school will seek information early, meet families and relevant professionals, and plan reasonable adjustments before entry or transfer wherever possible.

10 Training, resources and procurement

Training will be proportionate to identified need and may include disability awareness, inclusive teaching, assistive technology, medical support, manual handling, communication, sensory needs and emergency procedures. Accessibility will be considered when buying digital systems, curriculum resources, furniture, equipment and contracted services.

11 Concerns and complaints

A pupil or parent who identifies an accessibility barrier should raise it promptly with the class teacher, SENCO or headteacher so that it can be addressed. Formal concerns will be handled through the school's complaints procedure. This does not remove any legal rights available under equality or SEND law.

12 Monitoring, evidence and publication

The SENCO and headteacher will coordinate termly progress checks. The Local Governing Body will receive an annual report covering completed actions, impact evidence, pupil and family feedback, outstanding barriers, resource implications and any changes required. The current policy and plan will be published on the school website and made available in an alternative format on request.

The plan is a live working document. Completed actions remain subject to ongoing maintenance, and new priorities may be added during the three-year period. A full replacement plan will be approved by September 2029.

Appendix 1 Accessibility Plan 2026 to 2029

Plan period: 1 September 2026 to 31 August 2029. The entries below provide a strong working framework for governors and leaders. Baseline findings, costs, exact completion dates and impact evidence should be added after the autumn 2026 access audit and consultation.

A Increasing access to the curriculum

Priority and intended action	Lead	Timescale	Success measure	Progress review
Complete a curriculum accessibility audit across subjects, enrichment, PE and educational visits; identify barriers and agree subject-level actions.	SENCO and subject leaders	Autumn 2026; annual refresh	Audit completed; actions appear in subject plans; pupil participation gaps reduce.	Termly
Create a consistent reasonable-adjustment profile and handover process for pupils who need one, including pupil voice and agreed review dates.	SENCO and class teachers	Autumn 2026 then ongoing	Relevant staff can describe and implement agreed adjustments; profiles are current.	Termly
Strengthen staff confidence in adaptive teaching, sensory and communication needs and assistive technology through needs-led CPD and coaching.	SENCO and SLT	2026 to 2029	Training evaluations and learning reviews show improved consistency and impact.	Annual
Audit participation in clubs, trips, residential, performances and pupil leadership by disability and remove identified barriers.	Deputy Head and SENCO	From Spring 2027	Disabled pupils participate equitably; exclusions are challenged and alternatives documented.	Termly
Review access arrangements and alternative methods of recording so pupils can demonstrate learning without lowering curriculum expectations.	Assessment Lead and SENCO	Each assessment cycle	Arrangements are timely, evidence-based and consistently implemented.	Each cycle

B Improving the physical environment

Priority and intended action	Lead	Timescale	Success measure	Progress review
Complete a whole-site access audit covering routes, entrances, doors, thresholds, toilets, signage, lighting, acoustics, furniture and outdoor areas.	Site Manager and SENCO	Autumn 2026; annual update	Prioritised audit with photographs, risk level, cost estimate and delivery route approved.	Annual

Priority and intended action	Lead	Timescale	Success measure	Progress review
Review emergency evacuation and lockdown arrangements; prepare and rehearse Personal Emergency Evacuation Plans where required.	Headteacher and Site Manager	Autumn 2026 then ongoing	Plans are current; staff and pupils know their roles; drill learning is acted upon.	After drills
Introduce a prioritised programme of reasonable premises adjustments and maintain accessible routes, toilets and key facilities.	School Business Manager and Trust	2026 to 2029	High-priority works delivered; interim measures documented; maintenance checks recorded.	Termly
Apply inclusive-design checks to refurbishment, furniture, play-space and technology procurement.	School Business Manager	From September 2026	Procurement records demonstrate accessibility consideration before purchase.	Annual
Create a clear method for visitors to request access support before meetings, events and performances.	Office Manager	Spring 2027	Requests are identified in advance and reasonable support is arranged consistently.	Annual

C Improving access to information

Priority and intended action	Lead	Timescale	Success measure	Progress review
Audit the website, online forms and core parent communications for accessibility, including document structure, contrast, alternative text and mobile use.	Office Manager and Trust IT	Autumn 2026 to Spring 2027	Priority content meets recognised accessibility practice and is usable with common assistive tools.	Six-monthly
Record communication and alternative-format preferences at admission and when needs change.	Office Team and SENCO	From September 2026	Preferences are visible to relevant staff and applied to key communications.	Termly
Create an accessible-format request process covering large print, simplified text, symbols, audio, translation and interpretation.	SENCO and Office Manager	Autumn 2026	Requests receive an agreed format within a reasonable timeframe.	Termly
Train staff who create documents and presentations in accessible formatting and plain-language principles.	Trust IT and SENCO	By Summer 2027; refresh 2028 to 2029	Sampled documents show consistent headings, readable layout and meaningful image descriptions.	Annual
Seek disabled pupil and family feedback on information access and use findings to update practice.	SENCO	At least annually	Feedback is documented, responded to and reported to governors.	Annual

Appendix 2 Annual review record

Review date	Evidence considered	Progress and impact	Changes agreed	Governor oversight

Appendix 3 Governor assurance questions

- What has changed for disabled pupils as a result of this plan, and what evidence demonstrates that change?
- Which actions are delayed or incomplete, why, and what interim arrangements protect access?
- How have disabled pupils and their families influenced priorities and evaluated the impact of adjustments?
- Are resources proportionate to the identified barriers, and have accessibility implications been considered before procurement or building work?
- Does the published plan remain accurate, accessible and aligned with the school's SEND information report and equality objectives?

Key statutory and guidance sources

- Equality Act 2010, including Schedule 10 and the Public Sector Equality Duty.
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.
- Special educational needs and disability code of practice 0 to 25 years.
- Department for Education Equality Act 2010 advice for schools.
- Department for Education guidance on SEN and disability duties for school governing boards.
- Equality and Human Rights Commission technical guidance for schools in England.

Appendix 4 Accessibility audit template and prompts

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Stairs				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Area	Questions and evidence to consider
Curriculum	Participation data; classroom routines; assessment; PE; trips; clubs; sensory and communication access; technology; pupil voice.
Physical environment	Arrival and parking; routes; thresholds; doors; lifts or level changes; toilets; signage; lighting; acoustics; furniture; playgrounds; emergency evacuation.
Information	Website; letters; forms; policies; presentations; alternative formats; translation and interpretation; response times; family feedback.